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ABSTRACT

This study sought to better understand the academic and social aspirations of undergraduate women in Guam and Japan. A survey question examined whether significant differences existed between Guamanian and Japanese undergraduate women in status aspirations and occupational ethics and in their life course selection. The questionnaire's five sections included: academic and social aspirations, gender equality in employment and work ethics, self-evaluation, life-course selection, and demographic information. Respondents included 111 undergraduates at the University of Guam and 131 undergraduates at two universities in Japan. Multiple regression analyses measured the association of status aspirations with the life course selection. The study found the ranking of status aspirations similar in both groups, but found the magnitude significantly different, with Guamanian women overall aspiring much higher than Japanese women. Similarly, in measures for occupational ethics, rankings were similar but magnitudes were significantly different. The correlation of variables on the relationship of life course selection with status aspirations was moderate. For Guamanian women, the contributing factors were getting married and having a child; for Japanese women, having a profitable job and becoming a mentor for the next generation were the contributing factors. The questionnaire is appended. (Contains approximately 45 references.) (CH)

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A Statistical Profile of The Differences Between Undergraduate Women In Guam And Japan

Women's Status Aspiration and Occupational Ethics

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August 1999

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Americans regard education as the means
by which the inequalities among individuals are
to be erased and by which every desirable end is
to be achieved.

George S. Counts

A Statistical Profile of the Differences between Undergraduate Women in Guam and Japan:

Their Status Aspirations and Occupational Ethics

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Table of Contents

Introduction 1

A. Selecting Guam and Japan as Sites for Research 1
B. Review of the Literature 3
C. Purpose of the Study 6

Method 7

A. Student Questionnaire 7
B. Participants and Procedure 8
C. Data Analysis 9

Results 9

A. Descriptive Analysis 9
B. Priorities of Status Aspirations 12
C. Priorities of Occupational Ethics 17
D. Occupational Aspiration 19
E. The Life Course Selection 20
F. Statistical Tests 22
G. Defining Undergraduate Women in Guam and Japan 24

Discussion 25

A. Status Aspiration 25
B. Occupational Ethics and the Life Course Selection 27
C. Summary and Directions for the Future Research 28

References 30

Appendices 31

A. Cover Letter for the Survey Questionnaire 34
B. The Survey Questionnaire for the Guamanian Women 35
C. The Survey Questionnaire for the Japanese Women 41
D. Status Aspiration and Occupation Ethics: Chamorro Versus Non-Chamorro Women 43

List of Tables

1 Demographic Data for Guamanian and Japanese Women.....10

2 Descriptive Statistics for Self-Evaluation.....12

3 Descriptive Statistics for Status Aspirations of the Guamanian Women.....13

4 Descriptive Statistics for Status Aspirations of the Japanese Women 14

5 Differences in Aspiration Priorities between Guamanian and Japanese Women 15

6 A Comparison of the Guamanian and Japanese Women in Status Aspirations.....16

7 Descriptive Statistics for Occupational Ethics of the Guamanian Women.....17

8 Descriptive Statistics for Occupational Ethics of the Japanese Women.....18

9 A Comparison of Guamanian and Japanese Women in Occupational Ethics.....19

10 Percentages of Guamanian and Japanese Women in Occupational Aspirations.....20

11 Percentages of Guamanian and Japanese Women in the Life Course Selection 22

12 Guamanian Versus Japanese Women in the Life Course Selection 22

13 Multiple Regression Results of Aspiration Effects on the Life Course Selection for the Guamanian Women 23

14 Multiple Regression Results of Aspiration Effects on the Life Course Selection for the Japanese Women 23

List of Figure

1 The Life Course Selection for Women.....21

A Statistical Profile of the Differences between Undergraduate Women in Guam and Japan: Their Status Aspirations and Occupational Ethics

Introduction

Selecting Guam and Japan as Sites for Research

The island of Guam, an unincorporated territory of the United States since 1898, is the southernmost of the Mariana Islands (of which Guam is considered a part) and lies about 1,550 miles south of Japan and more than 3,800 miles southwest of Hawaii. 133,152 people reside in Guam (National Data Book, 1998); the population density is greater than any state in the United States (Souder-Jaffery & Underwood, 1987). Although English (official language) is spoken throughout the island, the indigenous people of Guam still speak their own Chamorro language. As maintained by Nomura (1996), Guam is a frontier border between Asia and America where the peoples, politics, and economics of these countries have met and have mixed and where global immigrations have met domestic migrations. Guam is an island society comprised of diverse ethnic elements which draws its strength from Asian, American, and European sources, though the Chamorro people still constitute the largest group and still control the political structure of the government of Guam. Guam is also the hub of the western Pacific and Micronesia's most cosmopolitan destination; at 209 square miles Guam is the largest island in Micronesia. The colonization of the western Pacific over the past four hundred years by Spain, Germany, Japan, and finally the United States brought social, cultural, and linguistical problems (Goetzfridt & Goniwiecha, 1989); and, since the end of World War II the United States obtained political dominion over the Micronesia (especially over Guam). In summary, like the social environment of Guam, the culture of the Chamorro people does represent a unique blend of multicultural influence, both indigenous and foreign (Twaddle, Roberto, & Quintanilla, 1998).

University of Guam as a regional learning center. In addition to the indigenous Chamorros and "stateside" Americans, the University of Guam (hereinafter referred to as "UOG") has large student populations of Filipinos, Chinese, Koreans, and Pacific islanders from Truk,

Palau, the Marshall Islands, as well as the Federated States of Micronesia (comprised of Pohnpei, Chuuk, Yap, and Kosrae). UOG, which is a U.S. university established in 1952, is not only the major institution of higher education in the western Pacific but it also the only four-year post-secondary institution in Micronesia. Thus UOG is a regional learning center and students exchange their ideas in its culturally rich environment. More and more, according to a relatively recent study by Souder (1992), Chamorro women have to prepare themselves for the world, not just to be a homemaker but to face the world as a bread winner and ultimately to take care of their own families. In the Guam history of more than 2,000 years, Chamorro women exercised great influence in all matters related to family life and property management; nevertheless, Chamorro women no longer enjoyed the independence and authority which they were accustomed to in precontact culture (Souder, 1977). In Souder's (1977) words, however, no pure Chamorro people ("who are of Malaysian decent having migrated to the Marianas from Southeast Asia beginning at least 3,500 years ago," Twaddle et al., 1998, p. 3) existed by the end of the 19th century, and intermarriage with the Spanish, Mexican, Filipino, Orientals, and Europeans eventually resulted in the creation of new breed called "Guamanian." As Guam becomes more modern, Chamorro culture is disappearing. In short, as described by Twaddle et al. (1998), indigenous Chamorro culture refers to the unique ways in which the Chamorro people construct and give meaning to their lives. The contemporary Chamorro culture, however, is a Chamorro reconstruction of American social practices, encompassing Chamorro adaptations of Spanish traditions. The island of Guam thus presents a unique and important area of ethnic identity research. Furthermore, the diverse student population of UOG does create the perfect setting for research on status aspirations and occupational ethics from multicultural perspectives.

Women and higher education in Japan. As regards Japan, the dominant ethnic group is the Japanese, yet the largest minority group is the Koreans, who began settling in Japan during the 1920s and have retained their language and culture, constituting approximately 0.6 percent of the total population. Just as women comprise the majority of students in American colleges and universities, so the number of female students in Japanese institutions of higher education is increasing as the transition from elite to mass higher education in Japan. However, the majority of women go to junior colleges whereas more than 90 percent of men go to four-year universities

(Teichler, 1997); the junior college system absorbs 21 percent of all post-secondary enrollment and predominately for women (Hayhoe, 1995). Graduate education in Japan was undertaken on a very small scale and graduate schools and post-doctoral institutes are currently being expanded, principally in the national universities (Arimoto, 1997). As maintained by Hayhoe (1995), persistent vestiges of a Confucian norm requiring that a woman obey her father, husband, and son have created particular difficulties for women in East Asia, particularly in Japan. It seems clear that American women are more career-oriented, whereas Japanese women are more home-oriented. Interestingly enough, Japanese women's attitudes have not greatly changed even after obtaining a college education: as an example, of 735 undergraduate women who answered the survey questionnaire, 529 women (72%) said that they were willing to quit their full-time jobs when they got married or had their first child (Inoue, 1991). It would be extremely difficult for the woman to be reemployed on a full-time basis once she left to rear a family. In addition, since 1992, college graduates in Japan have been facing growing employment problems (Teichler, 1997). American women, who have a desire for both family and career, will try not to give up either one of them. By contrast, Japanese women, who have a desire for both family and career, will try to give up one of them. It is interesting to note that Guam and Japan are so close physically but so distant mentally. Guam, remaining an important site for U.S. military bases and mirroring U.S. government institution models, appears considerably Americanized (Twaddle et al., 1998).

Review of the Literature

Educational and Social Aspirations

Throughout American social history, indeed, one of the strongest beliefs has been that the more education people have, the better their chances for economic and occupational attainment are. Educational structure in the United States is so closely intertwined with the occupational structure that it is almost impossible to discuss one without discussing the other (Woelfel, cited in Inoue, 1999). In other words, the direct correlation between educational attainment (the higher the degrees attained by persons) and labor outcomes (the greater their earning, and occupational status and prestige) has been established (Hadden, 1996; Robles, 1997). That is, people go to college because they wish to improve their occupational and social status. It is also important to note that aspiration (or ambition) is not necessarily a determinant of the future attainment but is potentially

useful for the three major reasons (Gottfredson & Becker, cited in Rojewski, 1996): (1) academic and social status aspirations of young people tend to represent the orientation to their particular educational and occupational attainment; (2) educational aspirations of young people on occupational aspirations tend to have direct bearing on their eventual occupational attainment; and (3) academic and social status aspirations of young people tend to play an active role in determining whether they pursue or ignore the educational opportunities available to them. Social status is a term used to describe the position of an individual or a group in the hierarchical social structure (Orr, 1995) and status attainment process are sets of events by which individuals come to occupy their positions in the social hierarchies of wealth, power, and prestige (Haller & Portes, 1973): these three events are viewed as a set of basic social status dimensions. Social status is usually measured by education, occupation, and income (Blau, 1975) in the social structure of industrial societies (Dobriner, 1969). When the status systems of modern industrial societies are crystallized, the individual's occupation tends to intimately be connected with his or her position in other hierarchies (Haller & Portes, 1973). In Haller and Portes's words, occupational status does not exhaust the range of status variations but does appear as the most representative summary measure of the individual's social standing within the context of the modern industrial societies; thus the relationship of occupational status to the specific status dimensions is not only evident but also pronounced, with educational attainment being regarded as primarily a determinant and with economic attainment as primarily a consequence of occupational attainment.

American Women and Higher Education

Unlike many other countries in the world, America has higher participation rates for women than for men in higher education; furthermore, women are more likely than men to complete bachelor's degrees (Bank, 1995). Women comprise more than half of the degree recipients at all levels of American higher education of today, except for the doctoral level (Adelman, 1992); in fact, by 1993 women earned 54 percent of American college degrees ("Equality between," 1997). Educational aspirations of American women have changed with dramatic increases in the number of women aspiring to graduate degrees (Adelman, 1992; Levine, 1979; Roos & Jones, 1993; Townsend & Mason, 1990). Also, the graduate school enrollment of women has been increasing faster than that of men in this country (Syverson & Welch, 1993): during the first half of the

1970s, the percentage increase in college entrance for women grew about twice as rapidly as the increase in college entrance for men (Blocher & Rapoza, 1988). While the number of bachelor's and graduate degrees earned by women between the academic years of 1975-1976 and 1985-1986 rose 16 percent, men experienced a six percent decline in attaining those degrees (American Council on Education, 1989). In particular, title IX of the Educational Amendments of 1972 prohibited gender discrimination in federal educational programs. This legislation mandating equal opportunities for women was needed to overcome the segregation that had typified American educational (and occupational) stratification, inhibiting women's access to more prestigious and profitable occupations. Without the requisite educational attainment, women would still be denied entry into higher status occupations dominantly held by men (Ethington, Smart, & Pascarella, 1991). In summary, Title IX of Educational Amendments has served its purpose in opening educational (and eventually occupational) doors to American women (and Guamanian women).

Effects of Equality and Life Course on Women's Occupational Careers

Equality between men and women has been a basic idea of activities of the United Nations, such as the Charter of the United Nations and Declaration on the Illumination of Forms of Discrimination Against Women. The idea to the effect that maintaining world peace can be accomplished by the spreading of a democratic equalitarian society, in which no discrimination is made because of race, creed, or sex, has been running through the history of the United Nations. In a broad sense, the term "gender equality" includes social, legal, economic, religious, and political equality between the female and male halves of humanity, yet it goes beyond equality of opportunity (Eisler, 1995). In this study, however, gender equally was focused on equal opportunity and treatment in employment in the seven categories: recruitment and selection, placement, promotion, wages, job content, training and education, and retirement. Although most undergraduates, male and female, seem to believe that gender discrimination at workplaces and its causes are things of the past and that gender inequality has been "solved," there is substantial evidence that women continue to lag behind their male counterparts in the workplace of today (DeLaat, 1999). For instance, in a cross-sectional survey research, Knoke and Ishio (1998) found that the women's job training disadvantages widened after controlling for theoretically important human capital, occupational, industrial, organizational, and family-stage variables, and they

concluded that the gender gap in company job training remains far more robust and tenacious.

Japan is known as one of the world's industrial and trading nations and the first Asian country to develop a technologically advanced industrial economy but is not known regarding the Law of Equal Opportunity and Treatment between men and women in employment (hereinafter referred to as "Equal Opportunity Law"), which did not come into force until 1986 and has not yet had a great effect on working women's situations. In 1997 the Equal Opportunity Law was revised and finally, more than ten years later, the law that met the international standards was established; new legislation not only prohibits discrimination at all stages of the employment management process, from recruitment, employment until retirement. Japan too become a society which prohibits all kinds of discrimination between the sexes. In recent years more and more Japanese women have begun working in the business world, yet most are secretaries, clerical workers, and sales women. And statistics reveal that the mother who works, at least on a part-time basis, is a reality in Japan; on the conceptual level, the working woman has not yet entered the national consciousness.

A woman's occupational career is the series of occupations that she experiences through life. The most outstanding feature of female occupational careers is that their careers are influenced strongly by life events, such as marriage, childbirth, child-rearing, and release from child-rearing ("Women's occupational," 1989). For women, being single and employed is quite distinct from being a mother of three children and employed (Liao, 1995). Such events also greatly affect the occupational careers of male workers, yet females are more likely than males to lose promotions or opportunities because of marriage and childbirth that play the role of an important motive. Thus the interaction between occupational careers and life events is not peculiar to women because the problems of female occupational careers are centered on entrance to and retirement from the labor market and those transfers and other occupational changes are strongly influenced by life events.

Purpose of the Study

This study was an attempt to determine women's realization toward the quality of life, identifying their status aspirations. As stated by Eisler (1995), over the past two decades it has become increasingly apparent to those concerned with the global situation from a perspective sensitive to women's needs and rights that the degree to which women are accorded status equal to that of men has much to do with the quality of life throughout the world. Therefore, the primary

purpose of the study was to achieve a better understanding of how undergraduate women of Guam and Japan would aspire their academic and social goals and how they would aware of their occupational ethics. The secondary purpose of the study was to achieve a better understanding of how the life course selection of undergraduate women of Guam and Japan would be associated with the realized aspirations. Accordingly, the principal research questions were as follow: (1) Do significant differences exist between Guamanian and Japanese undergraduate women in status aspirations and occupational ethics? (2) Do significant differences exist between Guamanian and Japanese undergraduate women in the life course selection? In particular, (3) are undergraduate women's status aspirations and occupational ethics associated with their life course selection?

The focus of the study was on formulating a statistical profile of undergraduate women of two different settings. As a group, Guamanian women, who live today in the American tradition but have as their inheritance both the Chamorro and Hispanic traditions (Spanish colonization: 1668 - 1898) would show their patterns of status aspirations and occupational ethics. Japanese women live in the monocultural environment and are homogeneous in terms of age, socioeconomic backgrounds, and expectations. Japan has experienced its agricultural, industrial, and information ages, whereas Guam has never experienced its industrial age (based on two main sources of revenue: military spending and tourism). As stated previously, Guam presents a unique area of research on academic and social aspirations. It should be noted that this study originally focused on Guamanian women, yet the comparisons of Guamanian women with Japanese women would be quite interesting from cultural, social, economical, and political points of view.

Method

Student Questionnaire

A six-paged survey instrument (the undergraduate women questionnaire) was developed and reviewed by the faculty to have content validity (the extent to which it provides adequate coverage of the topic); then it was pilot-tested on undergraduate women at UOG to ascertain student aspirations and ethics. The survey consisted of five sections: Academic and social aspirations (29 items), gender equality in employment and work ethics (15 items), self-evaluation (8 items), life course selection (1 item), and demographic information (such as the participant's age, ethnicity, native language, and the parents' education and occupation) (13 items). The participants were

asked to rate each item on the Likert scale (5 = of utmost important, 4 = very important, 3 = of moderate important, 2 = of little important, 1 = not important at all). This scale was chosen because of the suitability for respondent-centered studies; thus how responses differed (1) between people and (2) between various stimuli were investigated.

Participants and Procedure

A sample of 350 women was selected based on an alphabetical listing of the Admissions Office of UOG (1,374 men; 2,146 women). The intended population of this study for Guamanian women was the entire undergraduate women enrolled both in degree programs within all the five colleges (Agriculture and Life Sciences, Arts and Sciences, Business and Public Administration, Education, and Nursing and Health Sciences) and in non-degree programs offered by UOG during the 1998 spring semester. As noted before, women now comprise more than half of enrollees of American undergraduate programs and UOG is not an exception; the number of women (61%) is larger by far than that of men (39%), though one of the reasons for this phenomenon is that Chamorro families tend to send their sons instead of their daughters to the U.S mainland colleges and universities. A copy of the questionnaire (see Appendix B), along with an explanatory letter (see Appendix A) and a stamped envelop, was mailed to each of the 350 women in July, 1998; as a result, 112 women responded. Of the 112 responses, one was rejected because more than 15% of the question items were not answered. Thus the usable response rate for Guamanian women was approximately 32 percent (n = 111), which will be adequate for research of this nature.

In case of the Japanese undergraduate women, the survey was conducted at two universities: (1) Tokiwa University which had two colleges (Human Sciences, and Applied International Studies) with the total of 2,562 students (51.4% male; 48.6% female), and (2) Josai University which had three colleges (Economics divided into Economics and Business, Sciences, and Pharmaceutical Science) with the total of 9532 students (83% male; 17% female). One faculty member from each university agreed to serve as a contact person and received a packet containing an explanatory letter, directions for administering the survey, and copies of the questionnaire during the 1998 fall semester. 131 responses (44 from Josai University and 87 from Tokiwa University) were collected from the random sample of the two universities. The sample size of Japanese women (n = 131), which fairly matched to that of Guamanian women.

Data Analysis

This was an exploratory study and any specific hypothesis was not established. All null hypotheses assumed that there would be no differences between the means of the two groups compared. In order to answer to the first research question, the relative importance of status aspirations and occupational ethics for both groups of undergraduate women was identified. In prioritizing the aspirations and ethics, the overall means and standard deviations for all the respondents by each item were calculated and arranged in descending order. In comparing Guamanian and Japanese women, *t* tests were used to determine the significant differences for each of the individual items between the two groups. The study further investigated the association of ethnicity (Guamanian versus Japanese women) with the life course selections: first, *t* test was used to examine the significant difference between Guamanian and Japanese women in the life course selection (the second research question); then, multiple regression analyses were used to evaluate the association of status aspirations with the life course selection for each group of women (the third research question). An alpha level of .05 was used for all the statistical tests.

Results

Demographic Characteristics

More than 50 percent of Guamanian and 19 percent of Japanese respondents said that they would like to be interviewed for the follow-up survey. Table 1 presents the demographic characteristics for both groups, revealing how Japanese women are homogeneous, particularly in terms of age and marital status. Since the late 1970s American colleges and universities have been experiencing an onslaught of nontraditional aged (25 years old or older) students (Bowden, 1995; Green, 1996). The majority of Japanese women of this sample (89.3%) were traditional aged students. In case of Guamanians, 45 Guamanian women (40.5%) were traditional aged students (24 years old or younger). By the year 2000, the number of 18 year old is expected to decline by a half million; therefore, in order to maintain the enrollment, Japanese institutions will have to recruit nontraditional students, just as schools in the United States (Mitsui,1995). All the women (100%) of the Japanese sample were not married and had no children, whereas Guamanian women tended to become a single mother (26.1% of women were married, yet 36% had a child).

Table 1
Demographic Data for Guamanian and Japanese Women

	Guam (n = 111)		Japan (n = 131)	
Age:				
21 or under	45	(40.5%)	117	(89.3%)
22-24	29	(26.1%)	12	(9.2%)
25-27	12	(10.8%)	2	(1.5%)
28-30	4	(3.6%)	0	(0.0%)
31 or over	21	(18.9%)	0	(0.0%)
College:				
Agriculture and Life Sciences	4	(3.6%)		
Arts and Sciences	14	(12.6%)		
Business and Public Administration	35	(31.5%)	44	(33.6%)
Education	36	(32.4%)		
Nursing and Health Sciences	16	(14.4%)		
Human Sciences			45	(34.4%)
Applied International Sciences			42	(32.0%)
Other	6	(5.4%)		
Grade:				
Freshman	11	(9.9%)	56	(42.7%)
Sophomore	28	(25.2%)	17	(13.0%)
Junior	35	(31.5%)	47	(35.9%)
Senior	25	(22.5%)	11	(8.4%)
Other	12	(10.8%)	0	(0.0%)
Marital Status:				
Married	29	(26.1%)	0	(0.0%)
Not married	82	(73.9%)	131	(100.0%)
Children:				
Have children	40	(36.0%)	0	(0.0%)
No children	71	(64.0%)	131	(100.0%)
Father's education:				
Master's degree or beyond	1	(0.9%)	5	(3.8%)
Four-year college degree	25	(22.5%)	54	(41.2%)
Two-year college degree	7	(6.3%)	2	(1.5%)
Some college education	20	(18.0%)	7	(5.3%)
High school diploma	32	(28.8%)	44	(33.6%)
Some high school education	6	(5.4%)	4	(3.1%)
Less than high school education	13	(11.7%)	9	(6.9%)
Other	7	(6.3%)	6	(4.6%)

Table 1 (Continued)

	Guam (n = 111)		Japan (n = 131)	
Mother's education:				
Master's degree or beyond	6	(5.4%)	1	(.8%)
Four-year college degree	29	(26.1%)	18	(13.7%)
Two-year college degree	7	(6.3%)	28	(21.4%)
Some college education	14	(12.6%)	4	(3.1%)
High school diploma	27	(24.3%)	68	(51.9%)
Some high school education	3	(2.7%)	4	(3.1%)
Less than high school education	19	(17.1%)	3	(2.3%)
Other	6	(5.4%)	5	(3.9%)
Father's occupation:				
Teaching	3	(2.7%)	7	(5.3%)
Professionals	6	(5.4%)	6	(4.6%)
Business	11	(9.9%)	44	(33.6%)
Nursing/Health care	0	(0.0%)	0	(0.0%)
Homemaker	0	(0.0%)	0	(0.0%)
Other	64	(57.7%)	62	(47.3%)
No answer	27	(24.3%)	12	(9.2%)
Mother's occupation:				
Teaching	15	(13.5%)	5	(3.8%)
Professionals	3	(2.7%)	4	(3.1%)
Business	12	(10.8%)	18	(13.7%)
Nursing/Health care	4	(3.6%)	5	(3.8%)
Homemaker	22	(19.8%)	67	(51.1%)
Other	37	(33.3%)	21	(16.0%)
No answer	18	(16.2%)	11	(8.4%)

Self -evaluation. It is interesting to note, as seen in Table 2, that independent *t* tests comparing the mean scores of the Guamanian and Japanese women found significant differences between the means of these groups in all the self-evaluation items. More specifically, Guamanian women of this sample evaluated themselves much more positively than Japanese women did. Perhaps Guamanian women are much more extrovert and sociable than Japanese counterparts are.

Table 2
Descriptive Statistics for Self-Evaluation

	Guam		*Japan*	
	M	SD	M	SD
I am doing all right at this university	4.05*	.74	3.63*	.81
I get along well with most of my teachers	4.12*	.78	3.40*	1.01
I get along well with most of my classmates	4.22*	.82	3.80*	.84
I have a lot of self-control	4.08*	.78	3.55*	.92
I like helping people	4.42*	.72	3.52*	.91
I am happy	3.99*	.83	3.66*	.88
I am comfortable with my sexuality	4.62*	.70	3.74*	1.02
Overall, I am satisfied with myself	4.14*	.89	3.19*	.99

* $p < .05$

Priorities of Status Aspirations

Academic and social aspirations. The participants used a 5-point Likert scale for their answers to each of the aspiration items, such as "How important is (was) it for you to graduate from a university?" The overall mean scores (M) and standard deviations (SD) for all the respondents by all the items of aspirations were calculated and then arranged in descending order. Tables 3 and 4 show the priorities of academic and social aspirations for both groups of women. The reliability coefficient alpha across all the 29 aspiration items for Guamanian women was .8677 and for Japanese women was .7888. For Guamanian women, the five top aspirations were (1) to graduate from a university (M = 4.68, SD = .63), (2) to become financially independent (M = 4.47, SD = .77), (3) to achieve work satisfaction (M = 4.43, SD = .72), (4) to graduate a university for family (M = 4.27, SD = .94), and (5) to combine home and work (M = 4.05, SD = .99). For Japanese women the five top aspirations were (1) to become financially independent (M = 4.31, SD = .87), (2) to graduate from a university for family (M = 4.05, SD = 1.02), and (3) to achieve work satisfaction (M = 4.00, SD = .94), (4) to become financially independent (M = 3.95, SD = 1.03), and (5) to graduate from a university (M = 3.92, SD = .99). And Table 5 shows the ten top priorities for the two groups. Generally speaking, there are fairly good agreements on the relative importance of (academic and social) aspiration priorities for the Guamanian and Japanese women; work satisfaction is the third highest priority for the both groups of women.

Table 3
Descriptive Statistics for Status Aspirations of the Guamanian Women

Rank	Aspiration Description (Question Item Number)	M	SD
1	To graduate from university (#1)	4.68	.63
2	To become financially independent (#6)	4.47	.77
3	To achieve satisfaction through working (#15)	4.43	.72
4	To your family that you graduate(d) from university (#2)	4.27	.94
5	To combine two roles: home and work (#12)	4.05	.99
6	To have a family and have a career at the same time (#18)	4.02	1.04
6	To have and raise your own child (#11)	4.02	1.11
8	To have a profitable job, not necessary prestigious (#9)	4.01	.88
9	To your family that you become financially independent (#7)	4.00	1.03
9	To contribute to society through working (#14)	4.00	.90
11	To become a mentor for the next generation (#28)	3.88	1.01
12	To have a prestigious occupation (e.g., doctor, lawyer) (#8)	3.80	1.13
13	To attain a position of great influence (#13)	3.77	1.09
14	To go to graduate school (master's program) (#4)	3.76	1.06
15	To enter into the academic world (#22)	3.62	1.02
16	To you that your child goes to a prestigious university (#19)	3.57	1.21
17	To choose friends with whom you associate (#26)	3.50	1.05
18	To be involved in your church affairs (#24)	3.48	1.12
19	To make a connection to improve your social standing (#25)	3.42	1.07
20	To attain status dimensions (wealth, power, prestige) (#27)	3.25	1.15
21	To work in the area of social welfare or health care (#23)	3.24	1.22
22	To go to professional school (e.g., law or medical) (#3)	3.23	1.15
23	To get married in your 20s or early 30s (#10)	3.21	1.27
24	To be society important in your life (#29)	3.16	1.01
25	To go to graduate school (doctor's program) (#5)	3.12	1.17
26	To enter into the business world (#21)	2.96	1.17
27	To your family that you marry a man with a high status (#17)	2.84	1.21
28	To marry a man with a high social standing (#16)	2.75	1.22
29	To be involved in the government and politics (#20)	2.58	1.06

Table 4
Descriptive Statistics for Status Aspirations of the Japanese Women

Rank	Aspiration Description (Question Item Number)	M	SD
1	To become financially independent (#6)	4.31	.87
2	To your family that you graduate(d) from university (#2)	4.05	1.02
3	To achieve satisfaction through working (#15)	4.00	.94
4	To your family that you become financially independent (#7)	3.95	1.03
5	To graduate from university (#1)	3.92	.99
6	To choose friends with whom you associate (#26)	3.84	1.13
7	To contribute to society through working (#14)	3.63	.95
8	To combine two roles: home and work (#12)	3.50	1.10
9	To enter into the business world (#21)	3.31	1.01
9	To have a family and have a career at the same time (#18)	3.31	.98
11	To have and raise your own child (#11)	3.30	1.19
12	To get married in your 20s or early 30s (#10)	3.22	1.18
13	To have a profitable job, not necessary prestigious (#9)	3.19	.99
13	To make a connection to improve your social standing (#25)	3.19	1.07
15	To attain a position of great influence (#13)	3.13	.96
16	To your family that you marry a man with a high status (#17)	3.05	1.08
17	To have a prestigious occupation (e.g., doctor, lawyer) (#8)	2.88	1.08
18	To work in the area of social welfare or health care (#23)	2.84	1.08
19	To marry a man with a high social standing (#16)	2.80	1.05
20	To go to professional school (e.g., law or medical) (#3)	2.78	1.13
21	To be society important in your life (#29)	2.75	1.20
22	To attain status dimensions (wealth, power, prestige) (#27)	2.74	1.03
23	To you that your child goes to a prestigious university (#19)	2.73	1.02
24	To become a mentor for the next generation (#28)	2.63	1.07
25	To go to graduate school (master's program) (#4)	2.45	1.11
26	To enter into the academic world (#22)	2.37	.99
27	To be involved in the government and politics (#20)	2.29	.97
28	To go to graduate school (doctor's program) (#5)	2.22	.96
29	To be involved in your church affairs (#24)	1.63	.82

Table 5
Differences in Aspiration Priorities between Guamanian and Japanese Women

Rank	Guamanian Women	Rank	Japanese Women
1	university graduation	1	financially independent
2	financially independent	2	university graduation (for family)
3	achieving job satisfaction	3	achieving job satisfaction
4	university graduation (for family)	4	financially independent (for family)
5	combining work and home	5	university graduation
6	having career and family	6	choosing friends in social life
8	raising own child	7	contribution to society
8	having profitable job	8	combining work and home
9	financially independent (for family)	9	entering into the business world
9	contribution to society	9	having career and family

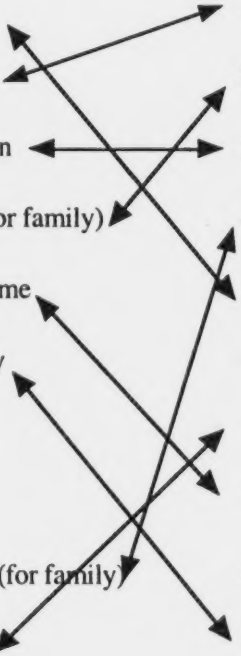

Table 6 shows the mean comparisons between the two groups (all the items are listed in the order that they appear in the questionnaire). Surprisingly enough, the means of all the items except six items were significantly different between the two groups; Guamanian women aspired to most of the items much higher than did Japanese women. For instance, (1) to graduate from a university, $t(204) = 7.04$, $p = .000$; (2) to go to graduate school (maser's program), $t(236.42)$, $p = .000$; (3) to have a prestigious occupation, $t(229.47)$, $p = .000$; (4) to make a lot of money, $t(239.35) = 6.82$, $p = .000$; and (5) to have and raise your own child, $t(237.60) = 4.87$, $p = .000$.

Table 6
A Comparison of Guamanian and Japanese Women in Status Aspirations

		Guam (n = 111)		*Japan* (n = 131)	
Item	Aspiration Description	M	SD	M	SD
1	To graduate from university.	4.68*	.63	3.91*	.99
2	To your family that you graduate(d) from university.	4.27	.94	4.05	1.02
3	To go to professional school (e.g., law or medical).	3.23*	1.15	2.78*	1.13
4	To go to graduate school (master's program).	3.76*	1.06	2.45*	1.11
5	To go to graduate school (doctor's program).	3.12*	1.17	2.22*	.96
6	To become financially independent.	4.47	.77	4.31	.87
7	To your family: you become financially independent.	4.00	1.03	3.96	1.03
8	To have a prestigious occupation.	3.80*	1.14	2.88*	1.08
9	To have a profitable job (make lots of money).	4.01*	.88	3.19*	.99
10	To get married in your 20s or early 30s.	3.21	1.27	3.22	1.18
11	To have and raise your own child.	4.02*	1.11	3.30*	1.19
12	To combine two roles: home and work.	4.05*	.99	3.50*	1.10
13	To attain a position of great influence.	3.77*	1.09	3.13*	.96
14	To contribute to society through working.	4.00*	.91	3.63*	.95
15	To achieve satisfaction through working.	4.43*	.72	4.00*	.94
16	To marry a man with a high social standing.	2.75	1.22	2.80	1.05
17	To your family: you marry a man with a high status.	2.84	1.21	3.05	1.08
18	To have a family and have a career at the same time.	4.02*	1.04	3.31*	.98
19	To you that your child goes to a prestigious university.	3.57*	1.21	2.73*	1.02
20	To be involved in the government and politics.	2.58*	1.06	2.30*	.97
21	To enter into the business world.	2.96*	1.18	3.31*	1.01
22	To enter into the academic world.	3.62*	1.02	2.37*	.99
23	To work in the area of social welfare or health care.	3.24*	1.22	2.84*	1.10
24	To engage in your church affairs.	3.16*	1.01	2.63*	1.07
25	To make a connection to improve your social standing.	3.42	1.08	3.19	1.07
26	To choose friends with whom you associate.	3.50*	1.05	3.84*	1.13
27	To attain status dimensions (wealth, power, prestige).	3.25*	1.15	2.74*	1.03
38	To become a mentor for the next generation.	3.88*	1.01	2.63*	1.07
29	To be society important in your life.	3.16*	1.04	2.75*	1.20

*$p < .05$

Priorities of Occupational Ethics

Occupational ethics. Using a 5-point Likert scale, women answered regarding the gender discrimination in the seven areas in employment and then regarding the ways that women could continuously develop job skills and get promotions at workplaces. The reliability coefficient alpha across all the seven discrimination items for Guamanian women was .8871 and for Japanese women was .7988. Tables 7 and 8 present the descriptive statistics for gender equality in employment and occupational ethnics of Guamanian and Japanese women, respectively. The overall mean scores and standard deviations for all the respondents by all the items were calculated and then arranged in descending order. The highest perceived gender discrimination in employment for Guamanian women was recruitment (Table 7) and selection (M = 3.73, SD = 1.05) compared to promotion (M = 3.93, SD = 1.19) for Japanese women (Table 8).

Table 7
Descriptive Statistics for Occupational Ethics of the Guamanian Women

Item	M	SD
Gender discrimination in employment:		
Recruitment and selection	3.73	1.05
Placement	3.68	.88
Promotion	3.63	1.15
Wages	3.61	1.17
Job content	3.55	1.01
Training and education	3.14	1.04
Retirement	3.09	1.05
What should be done for women's achievement at workplaces?		
Men's understanding and cooperation at home and at work	4.45	.77
Improving equal-opportunity-employment in general	4.41	.84
Increasing educational opportunities for women in professional field	4.36	.94
Advancement of women's access to high status occupations	4.32	.88
Increasing women's work consciousness and the importance of hard work	4.21	.93
Advancement of the child-care leave and reemployment systems for women	3.91	1.02
Expansion of public nursery and nursing homes	3.72	1.16
Driving off the general social view: Men at work, women at home	3.65	1.42

Table 8
Descriptive Statistics for Occupational Ethics of the Japanese Women

Item	M	SD
Gender discrimination in employment:		
Promotion	3.91	1.19
Job content	3.79	1.16
Recruitment and selection	3.77	1.21
Placement	3.76	1.13
Wages	3.74	1.21
Retirement	3.61	1.15
Training and education	3.11	1.09
What should be done for women's achievement at workplaces?		
Men's understanding and cooperation at home and at work	4.45	.82
Advancement of the child-care leave and reemployment systems for women	4.27	.97
Advancement of women's access to high status occupations	4.10	.88
Improving equal-opportunity-employment in general	4.10	.88
Increasing educational opportunities for women in professional field	4.08	.86
Expansion of public nursery and nursing homes	4.06	.93
Increasing women's work consciousness and the importance of hard work	3.97	.97
Driving off the general social view: Men at work, women at home	3.84	1.23

Table 9 shows the mean comparisons between two groups (all items are listed in the order that they appear in the questionnaire). In the gender discrimination in employment, two differences were statistically significant: (1) promotion, $t(235.83)$, $p = .047$, and (2) retirement, $t(238.59)$, $p = .000$, that is, Japanese women are more likely than Guamanian women to perceive a higher gender discrimination in promotion and retirement. In the previous study (Inoue, 1991), 738 Japanese undergraduate women answered the same areas, the most frequently occurring response was job content (26%), the second one was promotion (21%), the third ones were both recruitment and selection (18%) and placement (18%); and the least frequently occurring response was retirement. In the women's achievement at workplaces, five factors were statistically different: Japanese women tend to think that driving the view (men at work and women at home) and child-care and reemployment systems are important, whereas Guamanian women tend to think that improving equal opportunity employment, advancement of women's access to high status occupations, and improving women's educational opportunity for professional field.

Table 9
A Comparison of Guamanian with Japanese Women in Occupational Ethics

Item	*Guam* n = 111		*Japan* n = 131	
	M	SD	M	SD
Gender Discrimination:				
Recruitment and selection	3.73	.92	3.77	1.21
Placement	3.68	.88	3.76	1.13
Job content	3.55	1.01	3.79	1.16
Training and education	3.14	1.04	3.11	1.09
Wages	3.61	1.17	3.74	1.21
Promotion	3.63*	1.15	3.93*	1.19
Retirement	3.09*	1.05	3.61*	1.15
What should be done for women's achievement at workplaces?				
Expansion of nursery and nursing homes	3.72*	1.16	4.06*	.93
Driving off the view: Men at work, women at home	3.65	1.42	3.84	1.23
Advancement of the child-care leave and reemployment for women	3.91*	1.02	4.27*	.97
Improving equal-opportunity-employment in general	4.41*	.84	4.10*	.88
Men's understanding and cooperation at home and at work	4.45	.77	4.45	.83
Advancement of women's access to high status occupations	4.32*	.88	4.10*	.88
Improving educational opportunities for women in professional fields.	4.36*	.94	4.08*	.87
Increasing women's work consciousness and the importance of hard work.	4.21	.93	3.97	.97

*$p < .05$

Occupational Aspiration

Women were also asked what kind of jobs they would like to have after graduating from a university. As seen in Table 10, their aspired occupations were divided into the six categories: teaching (from kindergarten to high school levels), professional (such as doctors, lawyers, certified public accountants), business (working for banks or stockbrokerage firms, and have own business), nursing and health care (including social work), homemaker (stay at home without having a job), and others (secretarial work, musician, actress, and work for the Guam government). The most frequently occurring category for Guamanian women was teaching (29.7%); perhaps it is natural since the greater number (36%) of undergraduate women of UOG were majoring education. The second most frequently occurring categories are business (16.2%),

professional (16.2%), and nursing (16.2%). Their occupational aspirations are very much reflected to their university majors. The most frequently occurring category for Japanese women was business (22.1%) because many women of this sample came from the college of economic (and business). "Japanese women have begun to major in nontraditional fields such as economic, commerce, law, and business management which link more directly to career prospects" (Matsui, 1995, p. 19)). Along with an increase that paralleled the "feminization" of college business majors, the proportion of manages who are women jumped from 19 to 31 percent in the 1970s and then to 43 percent of the middle of the 1990s in the United States ("Equality between," 1997) and it may reflected to the case of undergraduate women of UOG and Japanese women as well.

Table 10
Percentages of Guamanian and Japanese Women in Occupational Aspirations

Category	*Guamanian women*		*Japanese women*	
Teaching	33	29.7%	15	11.5%
Professional	18	16.2%	23	17.6%
Business	18	16.2%	29	22.1%
Nursing	18	16.2%	2	1.5%
Homemaker	2	1.8%	3	2.3%
Other	11	9.9%	22	16.8%
No answer	11	9.9%	37	28.2%
Total	n = 111	100.0%	n = 131	100.0%

The Life Course Selection

Women were asked the question: "If you are given the five alternatives in the life course selection, which one would you like to choose?" The five alternatives are illustrated in Figure 1. The majority of Guamanian women (46%) and of Japanese women (47.3%) selected the alternative 4: they would like not to quit their full-time jobs even though they got married or they had\ a child (see Table 11). Their second selection for Guamanian women (18.0%) and for Japanese women (25.2%) was the alternative 3: they would like to quit their full-time jobs when they got married or they had a child. Both groups of women have a similar preference regrading the life course selection, in spite of the following different characteristics: a large number of Guam undergraduate women have jobs and many of them have children regardless of their marital status. By contrast, Japanese undergraduate women are full-time students and are not married.

Life-Course Selection

Q: If you are given the following five alternatives, which one would you like to choose? (Choose only one)

Alternative 1: Finish university → Get married → Have a first child and concentrate on childcare and household.

Alternative 2: Finish University → Get a full-time job → Get married → Quit the full-time job for a first child and concentrate on childcare and household

Alternative 3: Finish University → Get a full-time job → Get married → Quit the full-time job for a first child and be reemployed later on.

Alternative 4: Finish University → Get a full-time job → Get married → Have a first child but do not quit the full-time job.

Alternative 5: Finish University → Get a full-time job and at the same time don't care to marry and just concentrate on pursuing a career.

Other (please specify): _____

_____

Table 11
Percentages of Guamanian and Japanese Women in The Life-Course Selection

Category	*Guamanian women*		*Japanese women*	
Alternative 1	3	2.7%	4	3.1%
Alternative 2	3	2.7%	16	12.2%
Alternative 3	20	18.0%	33	25.2%
Alternative 4	51	45.9%	62	47.3%
Alternative 5	15	13.5%	9	6.9%
Other	19	17.1%	7	5.3%
Total	n = 111	100.0%	n = 131	100.0%

Statistical Tests

The principal questions for statistical tests are as follows: (1) Does a significant difference exist in the life course selection between Guamanian and Japanese Women? In particular, (2) what aspiration items are associated with the life course selection for Guamanian and Japanese women?

t test analysis. For the first question, as seen Table 12, an independent *t* test comparing the mean scores of Guamanian and Japanese women found a significant difference between the means of the two groups were not significantly different, $t(240), = -.72, p > .05$.

Table 12
Guamanian Versus Japanese Women in the Life-Course Selection

Ethnicity	M	SD	t
Guam	3.14	1.64	
			-.72
Japan	3.27	1.19	

Multiple regression analysis. Multiple regression analysis was conducted to find variables that significantly influence the dependent variable (life course selection). Surprisingly, for Guamanian women only two variables (to get married in their 20s or early 30s; to have and raise their own child) met the entry requirement to be included in the equation but other 27 variables did not meet at the .05 level of significance (see Table 13). The multiple R shows a moderate correlation (r = .707) between the predictor variables (aspirations) and the criterion variable (life course selection). The R-Square indicates that 49.99 percent of the variance in the course selection is explained by the predictor variables. Accordingly, the following prediction equation for the life course selection can be established: $Y = (-.238X) + (.256X) + 4.047$.

Table 13
Multiple Regression Results of Aspiration Effects on the Life Course Selection for the Guamanian Women

Multiple R	.70709
R-Square	.49998
Adjusted R-Square	.26610
Standard Error	.74949

	Unstandardized coefficients		Standardized coefficients		
	B	Standard Error	Beta	t	Significance of t
Constant	2.498	.899		2.777	.0072
item 10	-.238	.101	-.328	-2.362	.0214
item 11	-.256	.117	-.306	-2.185	.0327

For Japanese women only three variables (to have a profitable job; to get married in their 20s or early 30s; to become a mentor for the next generation) met the entry requirement to be included in the equation but other 26 variables did not meet the requirement at the .05 level of significance (see Table 14). The multiple R shows a moderate correlation (r = .665) between the predictor variable (aspirations) and the criterion variable (life-course selection). The R-Square indicates that 44.21 percent of the variance in the course selection is explained by the predictor variables. Thus the following prediction equation for the life-course selection can be established: Y = (-.214X) + (-.285X) + (-.230X) + 3.779.

Table 14
Multiple Regression Analysis of Aspiration Effects on the Life-Course Selection for Japanese Women

Multiple R	.66491
R-Square	.44210
Adjusted R-Square	.26998
Standard Error	.78833

	Unstandardized coefficients		Standardized coefficients		
	B	Standard Error	Beta	t	Significance of t
Constant	3.779	.655		5.769	.000
item 9	-.214	.100	-.223	-2.129	.000
item 10	-.285	.109	-.347	-2.616	.010
item 28	-.230	.101	-.262	-2.272	.025

D. Defining Undergraduate Women in Guam and Japan

Women showed common patterns of aspiration, thinking, behavior, and attitude toward the occupational world. Statistically, their patterns can be defined as follows:

A Guamanian undergraduate woman	*A Japanese undergraduate woman*
1* Not as in the U.S. mainland, she is a rather traditional aged student (women of 24 or younger accounted for 58.4%).	1* Not as in the U.S. mainland, she is a traditional aged student (women of 24 or younger account for 98.5%).
2 She tends to specialize in either business or education in a university (31.5% of women major in business and 32.4 % in education).	2 Not appreciable. Women of this sample came from only two university. (Note: business and silence majors are increasing)
3* She was born and raised in Guam (61.3% of women belonged to this category).	3* She was born and raised in Japan (90.1% of women belonged to this category).
4 She is not married but is likely to become a single mother (26.1% of women were married, yet 36% of women had a child).	4 She is not married and has not a child (surprisingly enough, 100% of women said so).
5* She is career-oriented (45.9% of women did not want to quit their full-time jobs even though they became a mother).	5* She is career-oriented (47.3% of women did not want to quit their full-time jobs even though they got they became a mother).
6 She speaks English fluently (65% of women said: their English was "excellent").	6 Not appreciable. 26.7% of women said "very good" and 6.9% said "excellent."
7* She has parents whose educational levels are relatively similar.	7* She has parents whose educational levels are relatively similar.
8* She perceives that there is no gender discrimination in workplaces.	8* She perceives that there is no gender discrimination in workplaces.
9* She aspires to have education, to become financially independent, and to achieve work satisfaction (these are top priorities).	9* She aspires to become financially independent (1) for herself and (2) for her family, and (3) to achieve job satisfaction.
10 She is comfortable with her sexuality and is happy most of the time (see Table 2).	10 She is comfortable with her sexuality and is happy sometimes (see Table 2).

*Both groups of women indicated the same characteristic.

Discussion

Academic and Social Aspirations

People basically work for economical (making a living), social (interaction with others), and psychological (self-esteem) reasons (Lefrancois, 1999). It seems that both Guamanian and Japanese women of this sample are willing to achieve a sense of self-worth and self-satisfaction through working and earning income, supporting the finding by Ryker (cited in Dio, 1996) that female college students placed a higher value priority on equality and self-respect, whereas male college students were found to place a higher value priority on a comfortable life and social recognition . Dio has also noted that these gender differences reflect the differential socialization of men and women in western industrialized societies where men have traditionally been the breadwinners and women have traditionally been the care givers. College education is regarded as the process to actualize the potentiality, identifying the core self-image (that is, who am I?): as emphasized in Erikson's stage theory of the lifespan human development, this should be a stage of pulling up old roots and setting down new ones, yet adolescence of Americans seems to continue to around thirty years old because a larger number of students cannot graduate from a university in four years for a variety of reasons. In this regard, undergraduate women of Guam and Japan have a strong desire to graduate from a university and to become financially independent; further, they have a desire to achieve their identify (understanding and becoming comfortable with one's sexuality, and vocational direction) through their college experiences.

"At the age of twenty, Japanese women have not yet discovered the realities of the adult world and respond only to a vague conception of what they are and should be" (Board, 1988, p. 5). It is fair to say that American women (including Guamanian women) at the age of twenty are much more mature than their Japanese counterparts, resulting in more independence emotionally and socially. As revealed by this study, however, career-minded women are increasing in Japan. Accordingly, Japanese college and university are likely to change their curriculums to accommodate the needs of more career-oriented courses on management, business, and information sciences (Matsui, 1995). It should be noted that the luxury of homogeneity in college students population will be no longer exist in Japan too and institutions of higher education have to

provide career-mined female students with curriculums which link more directly to the labor market, and the severe shortage of young workers is now forcing business firms to teat female graduates as part of the regular work force (Arimoto, 1997).

The college experience is a lengthy and often fragmented process occurring at various stages in an American individual's life. In this regard, Guamanian and Japanese women are more likely than undergraduate women of the U.S. mainland to go on to college soon after finishing high school and to graduate from a university in four years. As revealed by this study, Guamanian women have higher educational aspirations and this might be associated with "a strong sense of family loyalty which spreads beyond the nuclear family of parents and children . . . . Each Chamorro has many people to whom he can look for help and support [including educational attainment]" (Ballendorf, 1993, p. 52). This extended kinship system is a distinct human culture of Guam and it does influence academic and social goals of women and girls. Japanese undergraduate women feel their obligation to their family (especially to their parents) to graduate from a university because most of them are getting financial support for their education (thus their second priority is to become financially independent for their family and the fourth is to graduate from a university for their family). Guamanian undergraduate women also feel their obligation to graduate a university to their family (extended family). Perhaps, Guamanian women are more likely than Japanese women to feel that a university graduation is not an potion but a must.

Social status is measured by educational attainment, occupational attainment, and income power (Blau, 1975). In this regard, Guamanian women's social status aspirations are fairly high: "to graduate from a university" (M = 4.68); "to have a profitable job (to make a lot of money)" (M = 4.01); and "to have a prestigious occupation, such as a doctor or lawyer" (M = 3.80), compared to Japanese women: "to graduate from a university" (M = 3.91); "to have a profitable job" (M = 2.88); and "to have a prestigious occupation" (M = 3.19), and these differences are statistically significant. Are these mean scores indications that Guamanian women wish "to stand on their own feet"? Women generally long for something external which will change their lives, resulting in their fear of independence. Are they taught to become independent at home or at school? If women are not taught until college to become independent, including gender equality, it is probably too late. Guamanian women wish to have their own child (M =4.02), which must be rooted in

Guam's historical matrilineal societies, although women have been historically identified with the domestic domain of home and family, and which must be related to the fact that women can take their children to their workplaces in Guam. Japanese women do not desire particularly to have a child (M = 3.30) that might be an indication of the difficulty to combine work and home, even though since 1985 Equal Opportunity Law opened career opportunities to women and the government declared its intention to realize a society for equality and cooperation between sexes.

Occupational Ethics and the Life Course Selection

As a whole, the perception of gender discriminations in employment for this sample of Guamanian women is not extremely high. Perhaps, currently many Chamorro women, who work in educational and health care field and for the government, hold high positions and thus this reality explains the results of the women's perceptions. Historically, "in Chamorro society, a matrilineal system gave strong support to the Chamorro women's influence and power in matters of the home and family" (Souder, 1977, p. 14). Women's influence and power may have been extended to workplaces in the peculiar climate of Guam and passed down from generation to generation. At the same time, Guam has never experienced its industrial age and Guam women have never experienced themselves how the occupational careers are strongly influenced by marriage, childbirth, and child-rearing. Regarding the perceived gender discrimination, two categories (promotion and retirement) are significantly different between Guamanian and Japanese women: the fact that Japanese women perceive higher gender discrimination in the two categories than do Guamanian women is an indication of the nature of Japan: women have no real power in the male-oriented society, though women are relatively free of the pressures that men endure and seem to be quite content to remain economically dependent on, and subservient to, their spouses.

Interestingly enough, when women were asked what should be done for women's continuing achieving at workplaces, the highest factor for both groups of women was "men's understanding and cooperation at home and at work" and the mean score of both groups was exactly the same (M = 4.45), reflecting the finding by Bianchi (1996) that American women of the late 1990s continue to perform more household tasks than men and balance between care giving and bread earing roles. The lowest score of Guamanian women was the "advancement of women's access to high status occupations, whereas for Japanese women was "driving off the view that men at work and women

at home. These results also reflect the reality of each society. In a sense, Guam is a society for equality and cooperation between both sexes; for instance, educational and occupational aspirations of women are as high as those of men, and women major in the fields which were traditionally dominated by men, such as business, finance, and management. Time has changed the situation in Japan, and the view that a woman's place is her kitchen is becoming a historical relic. The trend that "female workers are expected to quite and marry after working a few years" (Amano, 1997, p. 227) is also becoming a historical relic. It is also true that Japan's economy was restructured from manufacture based to technology and information based in the 1970. Japanese women face problems similar to those of American women, who also live in a post-industrial society.

The most frequently occurring response regarding the life course selection for Guamanian (45.9%) and for Japanese (47.3%) women was that they would not give up their full-time jobs, even though they were married or they had a child (alternative 4). This result indicates the increase of women who would like to pursue occupational careers, even though there is still great pressure to marry and fulfill social obligation as a wife and mother. In practice, the interaction between occupational careers and life evens is not so significant to the contemporary women of Japan and Guam. Overall, the selected patterns in the life course (a path-way along which people live) for both groups are very similar (see Table 11). Moreover, this result indicates that one income is not enough to maintain household as the times of high growth of Japanese economy is getting over. As stated before, Chamorro women have to face a new challenge, not just to be a homemaker but to face the world as a bread winner (Souder, 1992). As far as it is revealed by this study, the Guamanian (and Japanese) undergraduate women are facing the reality and are willing to become a bread winner. In particular, both Guamanian and Japanese women tend to desire to archive their self-satisfaction through pursuing their occupational careers and earning their own income.

Summary and Directions for the Future Study

The primary purpose of this study was to determine relative importance of status aspirations and occupational ethics of Guamanian and Japanese undergraduate women. Although the ranking of status aspirations for both groups is relatively similar, the magnitude of status aspirations is significantly different: overall, Guamanian women aspire much higher than do Japanese women. There are, however, relatively similar patterns in occupational ethics between Guamanian and

Japanese women, yet the magnitude of work ethics (regarding the ways women can improve themselves in workplaces) is statistically different. There are no significant differences between Chamorro and non-Chamorro women in status aspirations and occupational ethics (see Appendix D). In case of undergraduate women of UOG, the patterns of their thinking, behaviors, and their attitudes toward the occupational world are statistically the same. Guam has evolved into a multiethnic society. Are characteristics of women with different social and cultural backgrounds merged with native women of Guam through their social interactions and learning experiences on campus? This phenomenon should be further investigated. The secondary purpose was to determine the relationship of the life course selection with status aspirations: the correlation of the two variables is moderate for both groups. For Guamanian women such items as getting married in their 20's or early 30's and having their own child are contributed to the life course selection, whereas for Japanese women such items as having a profitable job and becoming a mentor for the next generation are contributed to the selection. Based on the notion that Guamanian women are career-minded and Japanese women are home-minded, the above results are contradictory indeed.

A 7-point scale will yield more accurate results because the mean scores of aspiration and ethics items measured on a 5-point scale are so close to each other and thus it must be a limitation of the study. The second limitation is the validity of the survey instrument. Although the instrument was pilot tested, it might still not be as valid as a standardized one. The third is the exploratory nature of the study; this approach was taken to make single item comparisons rather than defining specific constructs with multiple item measures to investigate differences in perceptions and ethics. In the future study, these points should be considered to enhance validity, reliability, and practicality. This study is simply a first step in finding out more about undergraduate women's desires, expectation, and gender awareness. Further research is necessary to expand upon the findings of this study. Interviews were not conducted in this study, but it might be beneficial to combine qualitative and quantitative methods. At the moment little published research exists on both Guamanian and Japanese undergraduate women's status aspirations. Finally, important direction for the future study is a better understanding of why and how undergraduate women in Guam and Japan aspire higher academic and social goals from not only educational and sociological perspectives but also from psychological perspectives in women's lifespan theories.

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Appendix A

UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN
COLLEGE OF EDUCATION
UOG Station, Mangilao, Guam 96923
Telephone: (671) 735-2440 • Fax: (671) 734-3651

July 1998

Dear undergraduate women:

Enclosed you will find a survey, the Undergraduate Women Questionnaire (UWQ), which is being distributed to randomly selected undergraduate (and recently graduated) female students of the University of Guam. This take only 5-7 minutes but the answers are very important to women.

Responses to this survey will contribute to the study of undergraduate women's aspirations and attainment. Your responses are only used for research purposes and are totally confidential. Please feel free to write any additional comments you have in the back of or anywhere in the survey sheets. You may attach additional sheets if necessary. After completing the survey, please mail it to the UWQ Project below in the postage-paid envelop provided.

Due to the project deadline, it is very important to receive your responses as soon as possible. Please mail your completed survey no later than July 31, 1998. Thank you very much for your cooperation. I personally appreciate you very much.

Very truly yours,

Yukiko Inoue, Ph.D.
Educational Research
E-mail: yinoue@uog.edu

Appendix B

THE GUAM UNDERGRADUATE WOMEN QUESTIONNAIRE

1. Your ethnicity (circle only one number):
   (1) Chamorro
   (2) Filipino
   (3) Asian
   (4) Micronesian
   (5) "Stateside" American
   (6) Others (please specify): _____

2. Your age in years (circle one):
   (1) 21 or less
   (2) 22-24
   (3) 25-27
   (4) 28-30
   (5) 31 or over

PART ONE: ACADEMIC AND SOCIAL ASPIRATIONS
Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Of utmost importance
4 = Very important
3 = Of moderate importance
2 = Of little importance
1 = Not important at all

1 How important is (was) it for you to graduate from university?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

2 How important is (was) it to <u>your family</u> that you graduate(d) from university?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

3 How important is it for you to go to professional school (e.g., law school, medical school)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

4 How important is it for you to go to graduate school (master's program)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

5 How important is it for you to go to graduate school (doctor's program)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

6 How important is it for you to become financially independent (e.g., a bread winner)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

7 How important is it to <u>your family</u> that you become financially independent (a bread winner?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

8 How important is it for you to have a prestigious occupation, such as a doctor, a lawyer, or CPA (certified public accountant)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

9 How important is it for you to have a profitable job (make a lot of money but not necessary socially prestigious)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

10 How important is it for you to get married in your 20s or early 30s?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

11 How important is it for you to have and raise your own children?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

12 How important is it for you to combine two roles (family and work)?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

13 How important is it for you to attain a position of great influence?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

14 How important is it for you to contribute to society through working?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

15 How important is it for you to achieve a sense of self-worth or satisfaction through working?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

16 How important is (was) it for you to marry a man with a high social standing?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

17 How important is (was) it to <u>your family</u> that you marry a man who has a high social standing?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

18. How important is it for you to have a family and have a career at the same time?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

19. How important is it to you that your children go to a prestigious university?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

20 How important is it for you to be involved in the government and politics?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

21 How important is it for you to enter into business?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

22 How important is it for you to enter into the academic world?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

23 How important is it for you to work in the areas, such as social welfare and health care?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

24 How important is it for you to engage in your church affairs?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

25 How important is it for you to make a good connection to improve your (and your husband's) social standing?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

26 How important is it for you to choose friends with whom you associate?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

27 How important is it for you to attain a set of status dimensions (that is, wealth, power, and prestige) in life?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

28 How important is it for you to become generative in your generation and to become a mentor for the next generation?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

29 How important is it for you to be society important?
5 ---------- 4 ---------- 3 ---------- 2 ----------1

30 What a kind of job would you like to have after graduating from university? (Write in your answer; for example, high school teacher, nurse) _____

PART TWO: GENDER EQUALITY IN EMPLOYMENT
Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Strongly agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly disagree

Q: They say that there is <u>sex discrimination</u> in the following areas of employment. What do you think? (Circle one)

1 Recruitment and selection 5 ---------- 4 ---------- 3 ---------- 2 ----------1

2 Placement 5 ---------- 4 ---------- 3 ---------- 2 ----------1

3 Job content 5 ---------- 4 ---------- 3 ---------- 2 ----------1

4 Training and education 5 ---------- 4 ---------- 3 ---------- 2 ----------1

5 Wages 5 ---------- 4 ---------- 3 ---------- 2 ----------1

6 Promotion 5 ---------- 4 ---------- 3 ---------- 2 ----------1

7 Retirement 5 ---------- 4 ---------- 3 ---------- 2 ----------1

Others (please specify): _____

Q: They say that the following things are important so that women can continuously develop their job skills and get promotions at their workplace. What do you think? (Circle one)

1 Expansion of public nursery and nursing homes 5 ------ 4 ------ 3 ------ 2------- 1

2 Driving off the general social view: Men at work, women at home
5 ------ 4 ------ 3 ------ 2------- 1

3 Advancement of the child-care leave and reemployment systems for women
5 ------ 4 ------ 3 ------ 2------- 1

4 Improving equal-opportunity-employment in general. 5 ------4 ------ 3 ------ 2------- 1

5 Advancement of men's understanding and cooperation at home and at work
5 ------ 4 ------ 3 ------ 2------- 1

6 Advancement of women's access to high status occupations dominantly held by men
5 ------ 4 ------ 3 ------ 2------- 1

7 Increasing educational and training opportunities for women in professional fields
5 ------ 4 ------ 3 ------ 2------- 1

8 Increasing women's work consciousness and the importance of hard work
5 ------ 4 ------ 3 ------ 2------- 1

Others (please specify): _____

PART THREE: SELF-EVALUATION

Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Always
4 = Most of the time
3 = Sometimes
2 = Very rarely
1 = Never

1 I am doing all right at this university. 5 ------ 4 ------ 3 ------ 2------- 1

2 I get along well with most of my teachers 5 ------ 4 ------ 3 ------ 2------- 1

3 I get along well with most of my classmates. 5 ------ 4 ------ 3 ------ 2------- 1

4 I have a lot of self-control 5 ------ 4 ------ 3 ------ 2------- 1

5 I like helping people. 5 ------ 4 ------ 3 ------ 2------- 1

6 I am happy. 5 ------ 4 ------ 3 ------ 2------- 1

7 I am comfortable with my sexuality. 5 ------ 4 ------ 3 ------ 2------- 1

8 Overall, I am satisfied with myself. 5 ------ 4 ------ 3 ------ 2------- 1

PART FOUR: LIFE COURSE SELECTION

Q: If you are given the following six alternatives, which one will you chose? (Circle one)

(1) Finish univ., then get married, and then have a first child and concentrate on household

(2) Finish Univ., then get a job, then get married, and quit a job for a first child and concentrate on household

(3) Finish Univ., then get a job, then get married, then quit a job for a first child, and be reemployed later on

(4) Finish Univ., then get a job, then get married, and then have a first child but do not quit a job

(5) Finish Univ., then get a job and don't care about marriage and concentrate on pursuing a career

(6) Others (please specify): _____

PART FIVE: ABOUT YOURSELF (Please complete the following details)

1 Which college of UOG you belong to (circle one):
- (1) Agriculture and Life Sciences
- (2) Arts and Sciences
- (3) Business and Public Administration
- (4) Education
- (5) Nursing and Health Science
- (6) Others (please specify): _____

2 Are you (circle one):
- (1) Freshman
- (2) Sophomore
- (3) Junior
- (4) Senior
- (5) Others (please specify): _____

3 Were you born and raised in Guam? (Circle one)
(1) Yes (2) No

4 How long have you been in Guam? (Circle one)
- (1) 3 years or less
- (2) between 4 to 9 years
- (3) between 10 to 15 years
- (4) between 16 to 21 years
- (5) 22 years or more

5 Is English your primary language? (Circle one) (1) Yes (2) No
If No, please specify what your primary language is _____

6 How well do you speak English? (Circle one)
- (1) Excellent
- (2) Good
- (3) Fair
- (4) Poor
- (5) Very poor

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7 Are you married? (Circle one) (1) Yes (2) No

8 Do you have a child? (Circle one) (1) Yes (2) No

9 What level of formal education did your parents achieve? (Circle one)
Father: (1) Master's degree or beyond
(2) Four-year college degree
(3) Two-year college degree
(4) Some college education
(5) High school diploma
(6) Some high school
(7) Less than high school
(8) Others (please specify): _____

10 Mother: (1) Master's degree or beyond
(2) Four-year college degree
(3) Two-year college degree
(4) Some college education
(5) High school diploma
(6) Some high school
(7) Less than high school
(8) Others (please specify): _____

11 Your parents' occupations? (Please specify)
Father: _____

Mother: _____

12 Have you lived in any other countries? (1) Yes (2) No
If Yes, please specify. For example, "England - 3 years - study" (that is, which country, for how long, purpose of staying).
_____

13 If I would like to do a follow-up interview with you, is it all right with you? (Circle one)
(1) Yes (2) No
If Yes, please write contact address and phone number.

First name: _____

Contact address: _____

_____

Contact phone number: _____

E-mail address: _____

Congratulations, you've finished! Thank you for your time. You have made a helpful contribution to research on women by completing this questionnaire.

ジェンダーに関するアンケート調査　　by グアム大学 教育学部
　　国際 井上尚紀子
　　（日本訳 夢見美子）

＊結果は統計的に処理され、個人の名前が出ることはありません。

1　国籍　(1)日本　(2)その他（　　）
2　年齢層　(1) 21歳以下 (2) 22-24 (3) 25-27 (4) 28-30 (5) 31歳以上

質問1　以下の各項目について、あなたの気持ちを考えこ最も近いと思われる程度を表す番号を書き入れてください。（選択の基準）
5＝最も重要である　4＝非常に重要である　3＝ある程度重要である
2＝ほとんど重要ではない　1＝全く重要でない

3　（　）あなたにとって、大学を卒業すること
4　（　）あなたの家族にとって、大学を卒業すること
5　（　）あなたにとって、law school 、medical school などのプロフェッショナルになるために大学院に進むこと
6　（　）あなたにとって、大学院の修士（博士前期）課程に進むこと
7　（　）あなたにとって、大学院の博士後期課程に進むこと
8　（　）あなたにとって、経済的に自立すること
9　（　）あなたの家族にとって、経済的に自立すること
10　（　）あなたにとって、医師、弁護士、あるいは公認会計士などの資格ある職業に携わること
11　（　）あなたにとって、収入の多い職業（必ずしも社会的に地位がなくとも）に携わること
12　（　）あなたにとって、20代あるいは30代の前半で結婚すること
13　（　）あなたにとって、自分の子供を持つこと
14　（　）あなたにとって、家庭と仕事を持つこと
15　（　）あなたにとって、影響力の大きい地位を得ること（仕事や社会的に）
16　（　）あなたにとって、仕事を通して社会に貢献すること
17　（　）あなたにとって、仕事を通して自己実現をすること
18　（　）あなたにとって、社会的地位の高い男性と結婚すること
19　（　）あなたの家族にとって、社会的地位の高い男性と結婚すること
20　（　）あなたにとって、家庭を持つこととキャリアを築むことを両立すること
21　（　）あなたにとって、子供（子供が生まれたら）が有る大学へ進学すること
22　（　）あなたにとって、政府や政治の分野で仕事をすること
23　（　）あなたにとって、企業で働くこと

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Appendix C

THE JAPAN UNDERGRADUATE WOMEN QUESTIONNAIRE

A Statistical Profile of

5＝最も重要である　4＝非常に重要である　3＝ある程度重要である
2＝ほとんど重要ではない　1＝全く重要でない

24　（　）あなたにとって、大学などで研究者になること
25　（　）あなたにとって、社会福祉や医療分野で働くこと
26　（　）あなたにとって、教育など奉仕分野で働くこと
27　（　）あなたにとって、あなたやあなたの夫（結婚したとしたら）の社会的地位向上のために人脈を作ること
28　（　）あなたにとって、付き合う友人を選ぶこと
29　（　）あなたにとって、人生において、富、権力、名声のすべてを得ること
30　（　）あなたにとって、あなたの時代でパイオニアとなり、女性たちの模範となること
31　（　）あなたにとって、社会的に重要人物となること
32　（　）あなたが学校を出たら、どんな職につきたいですか

質問2　以下の質問項目に関して、男女差があると思いますか、あなたの気持ちや考えに最も近いと思われる番号を書き入れてください。（結果でのジェンダー二項）
5＝全くその通り　4＝その通り　3＝決めかねる
2＝そうは思わない　1＝全く反対

33　（　）募集及び採用
34　（　）配属
35　（　）仕事内容
36　（　）教育・訓練
37　（　）給与
38　（　）昇進
39　（　）退職

これらの他に仕事上に男女差別があると思われる項目を自由に書いてください。

よく「日本は女性が結婚（仕事との個人や社会）を自ら切り捨てて、職場での昇進を優遇」されていると言われているわけですが、あなたはどう思いますか。あなたの気持ちや考えに最も近いと思われる番号を書き入れてください。

5＝全くその通り　4＝その通り　3＝分からない
2＝そうは思わない　1＝全く反対

（　）経済的なマイホームの確保
（　）「女は仕事、家は家庭」という考え方の定着
（　）自分は好きなことをして気楽に暮らしたい
（　）（人間や家族　障害などを含めた）一般的な平等意識の実現
（　）男女の仕事と家庭の役割分担
（　）子どもを育てている若い母親の仕事へ女性がもっと積極的に近づく
（　）あらゆる職業分野での女性のための教育・訓練機会を増やすこと
（　）女性自身の自分能力の向上や仕事に打ち込むことの家庭への協力の約束
（　）その他、重要と思われる項目があれば、以下に書き入れてください。

（　　）

Q12　次の項目に対して、あなたの気持ちや考えに最も近いと思われる番号を書き入れてください。（自己評価）

5＝いつもそうである　4＝ないでいる、そうである　3＝ときどき、そうである
2＝めったにそうではない　1＝決してそうではない

（　）私は仕事で問題なく、うまくやっている
（　）私はまわりとの先生との関係なく、うまくやっている
（　）私はまわりとの学生と関係なく、うまくやっている
（　）私は自信がかなりある
（　）私は他人の手助けをするのが好きである
（　）私にしあわせだ
（　）私は自分が幸せであることに満足している
（　）全体として私は自分自身に満足している

Q13　あなたの将来人生に関して、以下の5つの状況の内、どれを選び出すか、どれか一つにマルを付けてください。

（1）大学卒業 → 就職 → 第1子出産 → 専業主婦
（2）大学卒業 → 就職 → 結婚 → 継続・第1子出産 → 専業主婦
（3）大学卒業 → 就職 → 結婚 → 継続・第1子出産 → のちに再就職
（4）大学卒業 → 就職 → 結婚 → 第1子出産 → 仕事を継続
（5）大学卒業 → 結婚 → キャリア志向に専念
（6）その他（

第4部　あなたのことについて、以下の項目に関して、記入するか、あるいはあてはまる番号をマルで囲んでください。（統計のデータ）

1　専攻している学部名（　　）
2　在学学年　（　　）年
3　あなたは日本で生まれ、Eまで育ちましたか？
（1）はい　（2）いいえ
4　あなたは日本に何年いますか？
（1）3年以下　（2）4～5年　（3）6～10年
（4）16～20年　（5）20年以上
5　年齢
6　あなたは結婚していますか　（1）はい　（2）いいえ
7　あなたに子どもがいますか　（1）はい　（2）いいえ
8　父親の学歴
（1）修士以上　（2）4年生大学卒　（3）短大卒　（4）大学あるいは短大中退
（5）高校卒　（6）高校中退（7）中学まで　（8）その他（　　）
9　母親の学歴
（1）修士以上　（2）4年生大学卒　（3）短大卒　（4）大学あるいは短大中退
（5）高校卒　（6）高校中退（7）中学まで　（8）その他（　　）
10　両親の職業
父親（　　）；母親（　　）
11　あなたは外国に住んだことがありますか？　（1）はい　（2）いいえ
「（1）はい」の方は、住んだ国の名（
住んだ期間（
滞在目的（
12　論会を改めて、聞き取り調査をさせていただける方は、下記に記入をお願いします。
氏名
連絡先住所
電話番号/FAX番号　　Email アドレス

ご協力ありがとうございました。

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Appendix D

Aspiration Priorities: Chamorro versus Non-Chamorro Women

Chamorro women Rank	Item	*Non-Chamorro women* Rank	Item
1	University graduation	1	University graduation
2	Financially independent	2	Financially independent
3	Achieving job satisfaction	2	Achieving job satisfaction
4	University graduation (to family)	4	University graduation (to family)
5	Raising own child	5	Combining work and home
5	Contribution to society	6	Financially independent (to family)
7	Making a lot of money	7	Having career and family
8	Combining work and home	8	Making a lot of money
8	Having career and family	9	Raising own child
10	Becoming a mentor	10	Contribution to society

A Comparison of Chamorro versus Non-Chamorro Women in Gender Awareness

Item	*Chamorro* n = 49 M	SD	*Non-Chamorro* n = 62 M	SD
Sex Discrimination:				
- Recruitment and selection	3.63	.91	3.81	.94
- Placement	3.57	.84	3.76	.90
- Job content	3.51	.98	3.58	1.03
- Training and education	3.10	1.04	3.17	1.05
- Wages	3.61	1.12	3.61	1.22
- Promotion	3.65	1.03	3.61	1.25
- Retirement	3.08	.98	3.10	1.11
What should be done for women's achievement at workplace?				
- Expansion of nursery and nursing homes	3.78	.99	3.68	1.29
- Driving off the view: Men at work, women at home	3.86	1.24	3.48	1.53
- Advancement of a child-care leave and reemployment system for women	4.04	.84	3.81	1.14
- Improving equal-opportunity-employment in general	4.35	.81	4.45	.86
- Men's understanding and cooperation at home and at work	4.39	.76	4.50	.78
- Advancement of women's access to high status occupations	4.34	.81	4.29	.93
- Improving educational opportunities for women in professional fields	4.41	.79	4.32	1.05
- Increasing women's work consciousness and the importance of hard work	4.14	.89	4.26	.96